

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Central Missouri State University						
Institution Code	6090						
State	Missouri						
Number of Program Completers Submitted	325						
Number of Program Completers found, matched, and used in passing rate Calculations¹	325						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment t</i>	<i>Number Passing Assessment t</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment t</i>	<i>Number Passing Assessment t</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							

PROFESSIONAL KNOWLEDGE	520	1			8		
PRINCIPLES LEARNING & TEACHING 5-9	523	16	16	100%	135	133	99%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	7			36	35	97%
ELEM ED CURR INSTRUC ASSESSMENT	011	115	113	98%	1614	1547	96%
EARLY CHILDHOOD EDUCATION	020	42	42	100%	256	256	100%
ENGLISH LANGUAGE AND LITERATURE	040	1			14	14	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	8			126	123	98%
SOCIAL STUDIES	080	2			9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	30	30	100%	276	269	97%
PHYSICAL EDUCATION	090	1			13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	15	15	100%	166	144	87%
BUSINESS EDUCATION	100	3			77	77	100%
MUSIC CONTENT KNOWLEDGE	113	5			129	122	95%
ART CONTENT KNOWLEDGE	133	10	10	100%	75	75	100%
FRENCH	170	3			10	10	100%
SPANISH CONTENT KNOWLEDGE	191	6			52	45	87%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	10	10	100%	92	90	98%
CHEMISTRY CONTENT KNOWLEDGE	241	1			11	10	91%
EARTH SCIENCE CONTENT KNOWLEDGE	571	1			2		
Other Content Areas							
TECHNOLOGY EDUCATION	050	5			11	10	91%
HOME ECONOMICS EDUCATION	120	1			18	18	100%
SPEECH COMMUNICATION	220	3			35	35	100%
AGRICULTURE	700	3			34	34	100%
Teaching Special Populations							
SPEECH-LANGUAGE PATHOLOGY	330	23	23	100%	112	111	99%
SPECIAL EDUCATION	350	32	32	100%	207	207	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Central Missouri State University					
Institution Code	6090					
State	Missouri					
Number of Program Completers Submitted	325					
Number of Program Completers found, matched, and used in passing rate Calculations¹	325					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	17	17	100	144	142	99%
Aggregate - Academic Content	267	265	99	3148	3026	96%

Areas (Math, English, Biology, etc.)						
Aggregate - Other Content Areas (Elementary Education, Career/Technical Education, Health Educations, etc.)	12	12	100	101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	55	55	100	319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	325	323	99	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **905**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **277**

3. Please provide the numbers of supervising faculty who were:

66 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

91 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

35 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **192**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **4.7**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is Elementary, 14 weeks, Secondary 12 weeks.

6. The total number of hours required is Elementary 420, Secondary 360 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes _____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Central Missouri State University has an excellent reputation as a teacher education institution and is the longest, continuously NCATE-accredited public institution in the State of Missouri. The teacher education program is the first of four cornerstones as specified in the mission and strategic plan of the university. Of all teacher education institutions, our university has the most alumni currently teaching throughout the state.

Central Missouri State University’s programs, courses, and student program outcomes are aligned with the Missouri Goals and Standards in Education Program (MoSTEP) and INTASC guidelines. The State also mandates the College Basic Academic Subjects Examination (CBASE) as an entrance requirement and PRAXIS II as an exit requirement.

A new program evaluation system is being implemented. In this assessment system, departments receive key performance data in one packet and submit their analysis of this data and plans for program improvement to the head of the unit. The key data includes C-BASE scores of majors, PRAXIS scores, student teaching assessments, portfolio assessments, self-assessments by beginning teachers, and assessments of beginning teachers by principals.

Central’s programs continue to collaborate with K-12 colleagues through a variety of avenues, but especially through six professional developments school sites. At these sites, the p-12/university faculty teams co-designed and implemented curriculum offerings and action research. School and university faculty teams met regularly across the year to monitor candidate progress, design and conduct action research and engage in professional development. To strengthen secondary candidate’s preparation in professionalism and the teaching of diverse populations and the teaching of exceptional populations and professionalism, an integrated seminar was developed to accompany student teaching.

Eleven urban charter schools in Kansas City, Missouri, are sponsored by Central. These charter schools serve a high percentage of culturally diverse populations. In the formal partnership agreements, each charter school is committed to serving as a field experience site for Central’s students.

One of the three accredited alternative teacher certification programs in Missouri is administered by Central. This program continues to be one of the most active alternative programs for Missouri. Area school districts benefit from the growing alternative programs that provide trained and certificated classroom teachers for areas of critical needs.

B. Missouri has asked each institution to include at least the following information.

Institution Mission; Educational Philosophy; Conceptual Frameworks

Central Missouri State University

Mission Statement

Central Missouri State University is a comprehensive, public university committed to service and excellence and dedicated to providing personalized higher education experienced for a diverse body of students. Through a foundation in the liberal arts, professional degree programs, and use of current academic technologies, Central prepares students to be lifelong learners who are proficient in their fields of study, able to adapt to a changing world and contribute to the betterment of society. Central serves as Missouri's lead professional technology institution, and is committed to acquiring, disseminating, and utilizing technology to enhance the University's comprehensive educational mission and to enrich the lives of all Missourians. In fulfilling its mission, Central Missouri State University continues its historical emphasis in preparing educators for Missouri.

- Recruit talented students for careers in education, with a special emphasis on under-represented groups and fields of critical shortage.
- Evaluate teacher education curricula systematically throughout the University to ensure high standards, integration of technology and coherence.
- Maintain and develop Professional Development Schools to ensure quality clinical settings and ongoing professional development for university faculty and public school educators.
- Develop innovative, technologically integrated curricula for the preparation of educators.
- Provide graduate programs to meet the needs of the education profession and the schools.
- Prepare professional educators who are academically and technologically proficient, reflective in practice, committed to the intellectual empowerment of others and knowledgeable about the role of education in a democratic and global society.
- Prepare educators for curriculum design and implementation in business, government, human services and industry, as well as higher education.

Educational Philosophy

The Educational Philosophy of Central Missouri State University is contained in the University's Mission Statement and Conceptual Frameworks.

Central Missouri State University - Teacher Education Program Professional Education Conceptual Framework for Undergraduate Study

Central's Professional Education Conceptual Framework is consistent with the mission statements of the University, its colleges and their academic departments and its Professional Education Faculty.

Integration of University, College, and Department Mission and Goals Statements University Mission and Goals Statement

The beliefs, principles and goals of Central Missouri State University's Professional Education Program derive from the University's mission. In part, this mission says that "Central Missouri State provides an undergraduate liberal arts and sciences foundation with an emphasis on integrating critical thinking, communication skills, and technological applications into the curriculum across all disciplines" (Vision for Excellence, New Millennium - New Strategies, p. 8).

College/Program Mission and Goals Statements for Undergraduates

The mission of the College of Education and Human Services and its professional education departments and programs directly reflects Central's mission to prepare professional educators for an ever-changing technologically literate and diverse population. Each program that has primary responsibility for the preparation of educators has or is developing a well-defined statement of commitment to teacher education in its mission and goals documents.

Teacher Education Model

Operating upon beliefs cited in the mission and goals statements, Central's teacher education faculty resolve to prepare educators who will enhance student learning by translating **Sound Theory into Effective Practice (STEP)**, our program's adopted model. Central's professional education program incorporates the four components of **STEP**:

1. **Philosophical and theoretical underpinnings** which provide the working context of the program. These theories integrate the broad categories of knowledge of sound teaching theory, classroom behavior management, human development, and social interaction.

2. **Stated goals and outcomes** that describe expected student performance. Each teaching major has identified outcomes. The professional core and teaching majors have aligned their goals with state and national standards so that future teachers can guide student learning to meet the Missouri Show-Me Standards.
3. **Graduated entry** which moves the student from novice to practicing professional in both theory and practice. Graduated entry provides a variety of simulated and actual school experiences, from simple to complex, for undergraduate students. The experiences are in rural, suburban, and urban schools and with diverse populations.
4. **Reflective decision-making** which provides a way of inquiring and thinking about theory and individual practice throughout an educator's career.

The desired outcome of the STEP model is that Sound Theory will identify and support effective practices while Effective Practice will support and identify sound theories. Concomitantly, this will expand knowledge and sharpen reflective decision-making.

The following descriptions of beliefs, goals, values, and commitments are the result of collaboration among the PEF at Central, professional educators in the field, and our professional education graduates. They reflect the standards recommended by the Missouri Standards for Teacher Education Programs, the Show-Me Standards and INTASC.

Central Missouri State University Graduate Education Conceptual Framework

Central's Graduate Education Conceptual Framework reflects the characteristics of a dynamic profession. Grounded in a philosophical belief that "Our greatest contribution is to be sure there is a teacher [educator] in every classroom who cares that every student, every day, learns and grows and feels like a human being" (*Curriculum and Instruction's Graduate Mission Statement*, 1992) the graduate programs indicate an awareness of the constant need for assessing, evaluating and updating our professional practice. This awareness is consistent with the University's graduate mission which states, "The ultimate mission of Graduate Studies is to remain responsive and innovative in providing excellence in graduate education, research and scholarship, while effectively anticipating the changing environment" (*Graduate Catalog*, 1998-2000, p. 9).

Emerging education policies and practices require that the mechanisms and procedures for change, as well as the changes themselves, be regularly evaluated and revised. These procedures are supported by the University, as stated in its mission to, "provide a responsive curricular process that facilitates and expedites changes to meet current educational needs" and "evaluate teacher education curricula systematically throughout the University to ensure high standards and coherence." (*General Catalog*, 1998-2000, p. 224).

Graduate Education Model

Central's graduate education faculty strives to advance and expand professional educators' knowledge and skills through the program's theme of Sound Theory Into Effective Practice (STEP). Central's graduate education programs incorporate the following components in implementing the STEP focus:

1. Admission of applicants based upon documented professional competence;
2. Goals and outcomes for each major that describe and communicate expected student performance once students have matriculated into a graduate program. These outcomes are assessed through multiple data sources within the prescribed courses of study;
3. Reflective decision-making guided by evidence obtained through a research-based approach;
4. Graduate instruction which provides sound theory while encouraging on-going attention to effective application in educational settings;
5. When applicable, internships and other field-based activities which integrate theory into practice;
6. Culminating projects and/or assessments.

Integration of University, College, and Department Missions and Goals Statements

University Mission and Goals Statement

The beliefs, principles and goals of Central Missouri State University's graduate education programs are consistent with the University's graduate mission which states, "Graduate study considers the increased

intellectual maturity and experience of students and allows them to develop their own initiative and independence of thought. Graduate work demands independent critical and creative thinking, the ability to collect, organize, and develop data, and to formulate, interpret, and defend conclusions" (Graduate Catalog, 1998-2000, p. 8).

Program Missions

The primary function of our graduate education programs is to expand the knowledge and skills students have developed in their undergraduate studies and enhanced by their experiences as professional educators. This belief is reflected in the mission of the various graduate programs for educators. Although some of these programs are not housed in the College of Education and Human Services, they all share the common goal of preparing individuals for professional roles in an educational setting. Faculty are members of the Professional Education Faculty, and the curriculum of these programs is reviewed by the Teacher Education Council and the University Graduate Council.